

Example: Question-Answer Relationships

Name _____

Date _____

COMPREHENSION SHEET

The Story of Ruby Bridges

Read each question, record the question-answer relationship (QAR), and then answer the question. Remember the four types of QARs are:

- In the book: Right There
- In the book: Think and Search
- In my head: On My Own
- In my head: Author and Me

1. What was the name of the elementary school that Ruby Bridges attended?

QAR _____

Answer _____

2. Why didn't the city and state police help Ruby on her first day of school?

QAR _____

Answer _____

3. Why do you think that Ruby did not say anything to the angry crowd?

QAR _____

Answer _____

4. Why do you think Ruby was so courageous?

QAR _____

Answer _____

5. What do you think you would have done if you were Ruby Bridges?

QAR _____

Answer _____

6. What do you think the author wants you to learn from this story?

QAR _____

Answer _____

Purpose and Meaning of the Picture–Question–Answer Relationship (P–QAR) Types

<i>Right There</i>	These questions ask students to state what they see in the picture. <i>Right There</i> questions do not require students to make inferences, draw conclusions, or make judgments. These questions are appropriate to use at the beginning of the lesson to help get students oriented to the book.
<i>Artist and You</i>	These questions ask students to make inferences about what they think is happening in a picture. Students are encouraged to explain how they came to their conclusions. Unlike <i>Right There</i> questions, the answers to <i>Artist and You</i> cannot be found by looking at the picture. Students should use the picture and their own prior knowledge of the topic to reach a conclusion.
<i>On My Own</i>	These questions ask students to make inferences about a picture based solely on their own knowledge base. Answers to these questions cannot be found in the pictures. Students do not even need to look at the picture in order to answer this type of question. However, students' conclusions should still be logical.
<i>Putting It Together</i>	These questions require students to think about what they have seen in pictures on previous pages, as well as the one they are currently viewing. Students are encouraged to draw conclusions based on what they have noticed across all the illustrations.

Developing Text Talk Queries to Foster Discussion During Read-Aloud and Guided Reading

Examples of Queries: Initiating, Follow-Up, and Narrative

Initiating Queries

- What is the author trying to say here?
- What do you think the author wants us to know?
- What is the author talking about?

Follow-Up Queries

- So what does the author mean right here?
- That's what the author said, but what did the author mean?
- Does that make sense with what the author told us before?
- How does that fit in with what the author has told us?
- But does the author tell us why?
- Why do you think the author tells us that now?

Narrative Queries

- How do things look for this character now?
- How does the author let you know that something has changed?
- How has the author worked that out for us?
- Given what the author has already told us about this character, what do you think he's up to?
- How is the author making you feel right now about these characters?
- What is the author telling us with this conversation?

Perhaps the most important message of all is that Queries drive the process of constructing meaning. In the next chapter, we will address the kinds of decisions made in planning for a QtA lesson.

Text Talk Query Examples

I'd never been needed before. Or wanted? asked a voice in my head.

Page 56 - *Inferential*: So what's going on here?

Response: Hollis is feeling very strange – she's realizing she actually might want to stay with Josie and is afraid The Mustard Women will see that Josie can't remember things.

Follow-up 1: So, why would it matter if Josie can't remember things?

Response: Because Hollis will have to leave if Josie can't take care of her, but Hollis really wants to stay because she feels needed.

Follow-up 2: So, Hollis says...I'd never been needed...or wanted. What's the difference between being needed and being wanted?

I'd never been needed before. Or wanted? asked a voice in my head.

Response: Being needed is when someone needs you (like to pay for their food or clothes), but being wanted is a little stronger – like they want to be with you, and they like to be with you – they don't just have to.

Follow up: So, how do both contribute to belonging?

Response: To feel really loved, there should be some of both...

Follow up: Tell us more about that... [prompt discussion]

Response:

Follow up: Which do you think is more important to Hollis and why? [open-ended question requiring supporting evidence; discussion web??]

Response:

I kept my head in my books, made two A's, but had no friends.

Page 56 – *Inferential*: Why is it so difficult for Hollis to make friends?

Response: Maybe she doesn't trust anyone.

Follow up: What do you mean? [multiple interpretations]

Response: She's been left out too many times.

Response: She's afraid to get too attached – it's safer to just read, do well in school, and keep to herself.

Follow up: So why do you think Hollis wants to do well in school now?

Response:

Follow up: What might the author be trying to tell you about Hollis by having her wanting to do well in school now? What would you do if you were in Hollis? (open-ended question to foster discussion, opinions)

Response:

Text Talk Queries (Guided Conversations)

- ❖ **Purpose:** Move beyond IRE (Initiate > Respond > Evaluate) to help students construct deep meaning through explanation and discussion (rather than quizzing about details and getting one word answers)

QUESTIONS

- ❖ Assess student comprehension after the fact
- ❖ Focus on teacher-to-student interactions (individuals responds and teacher evaluates)

QUERIES

- ❖ Help students to develop meaning about big ideas during reading
- ❖ Facilitate group discussion about author's ideas and encourage student-to-student and student-to-teacher interactions (goal: students build on each other's contributions)

Text Talk Queries: How to Begin?

- ❖ 1. Determine **major understandings** and **possible confusions** you anticipate students might have
- ❖ 2. Segment the text at meaningful stopping points
- ❖ 3. Develop open-ended **QUERIES** to encourage readers to understand the **important ideas/themes** and appreciate how the **character/idea** develops over time
 - Initial Query: What's going on here?
 - Follow-up: What does that tell us? What do you think about that? How does that connect with ...?
- ❖ Other types of queries (see your handout)
 - Initial Queries -- Follow-up Queries -- Narrative Queries

Text Talk Queries: How to Begin?

- ❖ **What to focus on?**
 - Engaging with **Big Ideas** – underlying messages and author's craft
 - Anticipating and supporting **Possible Confusions** – goal is deeper meaning, but may need to use "training wheels" and decrease/increase question levels to support students
 - Foster dialogue beyond one word answers
- ❖ **** Don't decrease your expectations – instead, increase your support!!**

Thematic Topics (Big Ideas) in *Hollis Woods*

- ❖ **Setting, characters, problem, and solutions**
- ❖ **Belonging** – Being needed and wanted
- ❖ **Family** – Typical relationships in a family
- ❖ **Friendship** – Friendship and loyalty
- ❖ **Abandonment** – Anger, toughness, and determination
- ❖ **Truth** – The moment of truth
- ❖ **Hope** – Hopelessness in life and hope through art
- ❖ **** Can you determine the author's underlying message about each, anticipate any possible confusions, and use author clues to help your students explore at least one of these messages in your lesson?**

Developing Text Talk Queries – Trying It Out

- ❖ **Big Ideas... Belonging**
- ❖ **Possible confusion...** What would it be like to not have any family you could call your own?
- ❖ **Text Clues:** Page 56: All week I'd had a pain in my chest. I was waiting to see what the mustard woman would do. School was all right – I made two A's but had no friends. But if the mustard woman talked to Josie for more than five minutes she'd know about Josie. Strange how much I wanted to stay. Maybe it was because Josie needed me. I'd never been needed before. Or wanted? asked a voice in my head. The Old Man had wanted me, I told myself. So had Izzy, so had Steven. Then why?

Text Talk Queries You Try It: Big Idea???

Quote with key passages/details.

- **BIG IDEA AND POSSIBLE CONFUSIONS**
- ❖ Select a text - Page # & Key phrases – **ASK A QUESTION** [Inferential – require evidence and thinking]
- ❖ **Response:** anticipated response, but not quite there
- ❖ **Follow up:** **SCAFFOLDED QUESTION OR PUSH FOR DEEPER THOUGHT**
- ❖ **Response:**
- ❖ **Follow up:** (Maybe **EVALUATIVE**) **ASK OPEN-ENDED QUESTIONS THAT ENCOURAGE DIALOGUE AND CONVERSATION AND OPINIONS**

Homework

- ✦ Finish reading *Hollis Woods* (Chapter 12-18) and complete author craft summary chart
- ✦ **Book Activity 5:** Discussion Web
- ✦ **Book Activity 6:** Complete your activity for your Literature Circle Role
- ✦ Thinking ahead:
 - Nov. 10. Quiz #2 and Lesson Plan Examples
 - Appointments for thinking through lesson plan? Come prepared with ideas and I can help

Exploring Literature Circle Roles (for Book Activity 6)

- ✦ Discussion Director
- ✦ Literary Luminary
- ✦ Connector
- ✦ Character Captain
- ✦ Artful Adventurer
- ✦ Vocabulary Enricher



Choose roles: 6 groups
of 4-5 students

Literature Circle Roles

Discussion Director/Facilitator: This student is responsible for writing down 5 thought-provoking questions for the purpose of group discussion based on that day's reading assignment. As the group Facilitator, it is also this student's job to direct the group discussion, keep track of student work, and rate the group's "Habits of Work" each day the group meets.

Literary Luminary/Alternate Facilitator: This student is responsible for choosing parts of the story that he/she wants to read out loud to the group. The idea is to help students remember some interesting, powerful, puzzling, or important sections of the text being read. The Literary Luminary must decide which passages or paragraphs are worth reading aloud, and justify the reason for selecting them. Additionally, if the Discussion Director is absent, this student will serve as the Facilitator.

Connector: This student is responsible for finding connections between the text his/her group is reading and the outside world. This means connecting the reading to the following: his/her own life, happenings at school or in the community, similar events at other times and places, other books or stories, other writings on the same topic, or other writings by the same author.

Literature Circle Roles

Character Captain: This student is responsible for revealing specific personality traits of the character(s) within the novel. This means he/she will find examples in the assigned reading of behaviors/actions that help group members to know the character(s).

Artful Adventurer: This student is responsible for sharing an artistic representation of the material read. Avenues for expression may include artwork in any medium, music, poetry, collage, music, mobile or anything else which represents an aspect of the material read.

Vocabulary Enricher: This student is responsible for finding especially important vocabulary in the story. Vocabulary selected should focus on words that are unfamiliar, interesting, important, repetitive, funny, puzzling, descriptive, vivid or those used in an unusual way.



Big Idea #2:

"It's a gift to draw things the way they are....And something else," the old man said. "You shine through in your drawings."

I looked up at him, really looked at him, not a quick glance that darted away so he couldn't see my eyes. "My name..." I began as he folded himself down on the step next to me. "Hollis Woods is a real place." I shrugged a little. "Holliswood," I said. "One word. I think."

When the Old Man spoke, I jumped. "It's where they found you, as a baby?"

"An hour old," I said in an I-don't-care voice. "No blanket. On a corner. Somewhere." Didn't a baby deserve a blanket? "And just the scrap of paper: CALL HER HOLLIS WOODS." (p. 48)

Designing Text Talk Queries

Big Idea:

Possible Confusion:

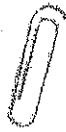
Initial Query: (Inferential)

Expected Response:

Follow-up Query:

Response:

Follow-up Query: (Open-ended)



Big Idea #3:

"I've found a family for her," the mustard woman said. "A mother and father with a three-year-old boy and a dog." She kept leaning forward, trying to make me look at her. "I think I remember you like dogs, Hollis."

"Sharks," I said, "and barracudas, not dogs."

"A family would be nice," Josie said.....

The mustard woman stood up then. I'll keep in touch, she said, "Would you like me to drive you to school now?"

I shook my head, "I can walk." She turned to go.

"By the way," I said. "You have a sticker on the back of that shirt. X-L. Extra large," I said, feeling mean. (p. 66)

Designing Text Talk Queries

Big Idea:

Possible Confusion:

Initial Query: (Inferential)

Expected Response:

Follow-up Query:

Response:

Follow-up Query: (Open-ended)